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in the chapters on finance he does not refer to the debt and mortgage side of the problem.

Mr. Moore's point of view is what ten years ago might have been described as conventional. He is anti-English, anti-southern, and non-western. The descriptions of England are almost fantastic, the industrial history of the South since the War is given in a single paragraph (pp. 342-43), which does not mention the share system, the crop lien, or manufacturing; the only feature of the land system discussed is the homestead law.

Positive errors are not so much in evidence as loose statements. Probably Mr. Moore does not mean that the treaty of Ghent did away with the fishing clauses of that of 1783, although he seems to say so (p. 30); he can scarcely believe that illegal colonial trade exceeded the legal (p. 196), or that the assets of the government in 1789 included "about twenty-five million dollars in debts" (p. 354), or that nine-tenths of the wealth of the South consisted of slaves (p. 318). On p. 183 he should have explained that "Englishmen" in the navigation acts included colonists. The index is inadequate.

The book makes it evident that Mr. Moore is a brilliant and suggestive teacher, and it is upon this fact that its merits rest. While few industrial problems are grouped in their fundamental aspects, those phases of them which are presented, consisting chiefly of the questions arising when industrial facts have become the subject of political discussion, are clearly and interestingly treated. The ordinary high-school student would undoubtedly gain from the book, properly taught, definite views of a number of important and difficult questions, particularly those of banking and currency, and the tariff.

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Youth and The Race. A Study in the Psychology of Adolescence. By EDGAR JAMES SWIFT. New York: Scribner, 1912. Pp. x+342.

This book presents in popular, readable style numerous illustrations of typical experiences of adolescent boys and girls. It shows how the training and discipline of the school should utilize the instinctive forces of child nature. It contains many protests against, almost condemnations of, tradition and conventionality in education. It will be a helpful and stimulating book to teachers and students of educational problems.

Chap. i, "The Spirit of Adventure," cites examples of boys, and also of girls, breaking away from home and school to satisfy their desire for adventure. This craving should be utilized in legitimate and educative ways "without encouraging reversion to the primitive, ancestral type."

Chap. ii, "The Ways of Youth," gives an extensive discussion and numerous illustrations of successful pupil-government. It shows the beneficial effect of discipline upon the reduction of tardiness, absences, and truancy. Pupil-government is organized on the same plan as a city government with a mayor,

alderman, commissioners, etc. The author argues for it very strongly. In some instances an efficient organization of pupils has appealed successfully to the city authorities for the improvement of the streets and grounds near the school building.

Chap. iii, "The Chance to Grow," discusses physiological adaptation in animals, the prevalence of physical and sensory defects and their effect upon school work, the prevalence and injurious results of insufficient food, and the excellent results of the introduction of playgrounds. "In Saint Louis the police reports have shown a decrease of 50 per cent in juvenile crime in the neighborhood of playgrounds during the summer months when they were open." (p. 104).

Chap. iv, "The School and the Community," deals with elimination and truancy in school. Swift advocates trade instruction, better teachers, and fewer pupils per teacher. He recommends the establishment of social centers and points out their good effects upon the community.

Chap. v, "Vagaries of the School": Our care of backward children, of the deaf and the blind is better than our care of the normal and the bright children. The chapter gives a drastic criticism of the public schools for not adopting the ideas and methods of "republics." "But the view that education is more than instruction, that every child has personal characteristics which make him a special problem, and that complete development is possible only when these individual qualities are discovered by the teacher and utilized for growth, has been accepted only in principle even for incorrigibles, for junior republics are still so few that many boys are turned away." The school does not take sufficient account of individual ability and progress. The bright pupil should receive as much attention as the backward pupil, and should have opportunity to advance as rapidly as possible. The author's criticism of the conservatism and conventionality in the administration of our schools is perhaps over-emphasized. While the conditions as described actually exist in many instances, we ought not to overlook the real steps of progress and the real efforts that are being made to adapt the schools to the best interests of the youth and the race.

Chap. vi, "Fallacies in Moral Training," deplores the separation of the mental from the moral in development and points to self-government and honor systems as means for instilling moral ideas.

Chap. vii, "The Spirit of the Gang," relates numerous concrete illustrations of boys' organizations, their moral codes, forms of punishment, etc. The teacher should secure the sympathy and co-operation of the gang, so that the boys will assume an attitude of helpfulness, rather than opposition to the school. In many instances boys' gangs have been instrumental in suppressing lawlessness and rowdiness. "Making children feel that the work is theirs and not the teacher's means, then, securing attention. This the schools have failed to do, and as a result teachers are continuously working against the resistance of the group consciousness" (p. 284).

The last chapter, "The Release of Mental Forces," discusses and illustrates with examples from the studies of animal behavior the proposition that the more highly developed the animal is, the greater is the flexibility of response to stimuli. The author emphasizes the breaking away from customary methods of teaching and encourages originality in linking up school life with practical life.

The book is vigorous, full of suggestions and practical illustrations, and commends itself to all who are interested in present day education.

DANIEL STARCH

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Great Educators of Three Centuries: Their Work and Its Influence on Modern Education. By FRANK PIERREPONT GRAVES. New York: Macmillan, 1912. Pp. ix+289. \$1.10.

The great educators that Professor Graves has treated in this book are Milton, Bacon, Ratich, Comenius, Locke, Francke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Lancaster and Bell, and Spencer. The order of treatment is as given above. With the exception of Milton who is treated first, the order is chronological. This order seems to be used for the purpose of tracing the influence one educator has on those of succeeding generations.

Professor Graves has made some attempt to present the social setting of each reformer as well as to give a few facts pertaining to his life and his contributions to education in general. In the first he has but partially succeeded. The general reader for whom the book seems to be written will understand little of the social and economic conditions of Europe in the time of Rousseau and Pestalozzi from a reading of the author's discussion of these two educators. The chief emphasis in each case is placed on the educator's works and their probable influence on his successors. In a few cases some emphasis is placed on the life of the educator.

One hundred fifty pages are devoted to four of the educators, Rousseau, Pestalozzi, Froebel, and Herbart; and the remaining pages which are less than half of the book, to the other eleven. To give so much space to four makes the treatment of many others rather scant—not as much as some of them seem to deserve, even when their influence is compared to any of the four more fully treated.

The author's style is very fascinating and with few exceptions (the treatment of Locke for one) the reader's interest is rather intense. Anyone desiring a popular and non-technical treatment of the educators of the last three centuries will find it in this book. He will get a rather complete treatment of four of them and a somewhat extended introduction to the remainder.

In general the book is of the same type as Quick's *Educational Reformers* and Hoyt's *Studies in the History of Education*. The former treats most of the same educators with others added; the latter, some of the same, but fewer